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ABSTRACT

This document on group facilitation is one of seven staff development programs which target performance skills of school counselors. The staff development programs are designed to be used by students who aspire to become school counselors, by entry level counselors who are seeking to demonstrate their skill for certification purposes, and by experienced counselors who wish to enhance their skills. The emphasis of each program is on performance. A format has been developed which uses behavioral indicators as the focus for activities. A basic knowledge of the area of functioning is assumed. Where this prerequisite knowledge is not present, selected readings and references are provided. This document addresses such topics as goal setting/group building, trust/cohesion, communication, participation, intervention, clarification/summary, group process, and group methods. (Author/JLL)

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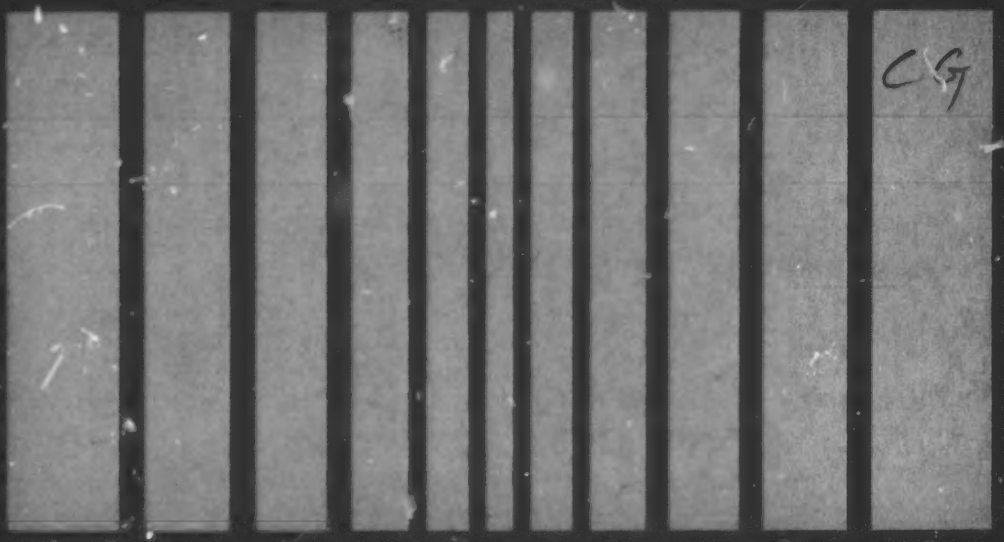
STAFF DEVELOPMENT PROGRAM for SCHOOL COUNSELORS



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PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

GROUP FACILITATION

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PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

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Preface

This document is one of seven staff development programs which target performance skills of school counselors. The programs include the competency areas of: Planning, Individual Counseling, Group Facilitation, In-Service Training, Consultation, Information Processing and Legal/ Ethical concerns. While there may be other areas which will be helpful to school counselors, the skills described in this series are felt to be essential.

The staff development programs are one component of a comprehensive student needs based guidance system developed by the Pioneer CESA Guidance Project. The competencies which are addressed in these modules were derived from identified student goals related to guidance. The attainment of the skills described in the programs should facilitate counselors' clients in achieving these goals.

The staff development programs are designed to be used by students who aspire to become school counselors, by entry level counselors who are seeking to demonstrate their skill for certification purposes, and by experienced counselors who wish to enhance their skills. An individual may use the programs in an informal setting or they

may be used in a more structured group of counselors pursuing a formal staff development plan.

The emphasis of each program is on performance; thus an effort has been made to avoid another textbook in the specified area. A format has been developed which uses behavioral indicators as the focus for activities. A basic knowledge of the area of functioning is assumed. Where this prerequisite knowledge is not present, selected readings and references are provided.

Upon completing each of the programs the participant should be able to successfully demonstrate the skills needed to be certified as competent in the performance area. Further, it is the hope of the project staff that the skills acquired through this series of programs will facilitate positive growth in the knowledge, skills and attitudes of the young people with whom school counselors have contact.

William B. Ware
Stanley Bernknopf

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RATIONALE

Why Use Groups?

The use of groups in counseling seems to be riding the crest of popularity. Everyone seems to want to get into the group scene. Students are requesting a "group" experience; counselors feel they need to enhance their program by having "group"; and on many occasions, principals, teachers, and parents suggest the use of "group." Do groups actually have a place in the school guidance and counseling program? Why should counselors decide to use groups in their programs? When is the group approach most effective?

Probably the most obvious and apparent reason for using groups is that groups are economical. A counselor can substantially increase the number of counselor hours contact with students by utilizing groups. In school settings where the student/counselor ratio is high, it may be impossible to have other than perfunctory contact with students without the use of groups. Care must be taken that economy alone is not a justification of the use of the group approach to counseling. Rather, well planned use of classroom-sized guidance groups and smaller counseling groups will quite effectively increase the counselor's visability and service and provide a

quality experience for the participants.

Furthermore, groups are effective in that change appears to occur more quickly in the group setting. Glanz and Hayes (1967) pointed out that learning of a problem-solving nature is facilitated in an interaction group. There is a greater sharing of ideas, information, and insights than is possible by any one individual. Since more ideas, insights, and alternatives are shared, the approaches to problem solving resulting from group interaction are generally sounder than those derived individually.

Groups are vital and dynamic. Behavior is happening in the here and now of the group experience. The counselor and group members have the opportunity to observe the actual behavior of members, not just to listen to a descriptive replay of an event. The interaction process itself becomes a learning experience in which the person can get immediate feedback about his/her behavior.

Groups provide the members a supportive environment. Anxiety and concern are reduced when one discovers that others have similar concerns and problems. A sense of support, belonging, and concern for others develop as the group interacts. Not only are feelings of loneliness, isolation, and helplessness reduced, but also feelings of worth and hope are confirmed.

Groups also provide a model or microcosm of the larger society. Learning to interact appropriately in groups helps members learn to act more appropriately in the larger society, whether it be the school or community setting. Group members also provide models for each other to emulate, and this peer modeling is an important source of behavioral learning fostered by group interaction.

There is little doubt that the use of groups in a guidance and counseling program is beneficial to both the counselor and the students. When used at appropriate times and for appropriate purposes, groups can be economical, effective, vital and dynamic. Group situations can provide both a supportive environment and a model of the larger society in which to develop new and more appropriate skills.

Groups, Groups, Groups

Current counseling literature is filled with much information describing numerous types of helping groups. Trying to determine which type of group to use in the school setting can be quite confusing. Basically, there are three broad classifications of helping groups: group guidance, group counseling, and group psychotherapy. Of these three types, only group guidance and group counseling are utilized in the school setting. Group

psychotherapy is considered to be a long term remedial activity oriented to making significant changes in the personality structure of the individual. As such, school counselors have neither the expertise nor the time to become involved with the deep-seated problems and behaviors usually encountered in therapy groups. The remainder of this discussion and this module will, therefore, focus on group guidance and group counseling.

Gazda (1971) defined group guidance as designed to prevent problems--a problem preventive--or growth engendering activity. Such group activities, considered adjunct to the regular academic curriculum, may impart information in the educational, vocational career development, personal and social life skills areas. Guidance activities are designed to inform the group members in areas in which it is determined they may need information. For example, a guidance group may be formed to make graduating seniors aware of the change in their life styles that will necessarily occur upon their graduation from high school and to stimulate them to begin making this adjustment. The group leader would select several critical developmental areas, such as employment or college, graduates and their parents, young adults and dating, and new responsibilities. Such topics appropriate to the specific group would then be structured into an agenda

for a guidance or discussion group. Classroom-sized groups are generally used for such activities. Career development concerns and study problems are particularly suitable for guidance group exploration.

Group counseling is also preventive, growth engendering, and remedial (Gazda, 1971); however, group counseling focuses less on information and more on problems of life. The members of counseling groups often have noticeable difficulties dealing with some areas of their lives and need to learn new skills or change attitudes in order to cope more effectively. While experiencing such problems, counseling group members are considered to be relatively normal individuals who have encountered temporary "rough spots" which they will resolve more efficiently and quicker with counseling help. These groups are small (usually 8 to 12 members) and personally/affectively oriented. The sessions focus on members' needs rather than information-imparting needs of the counselor.

Guidance groups, in essence, require a combination of teaching presentation methods as well as discussion-group leading skills. Since they deal with more superficial general concerns, guidance leaders do not necessarily require as much counseling training as group counselors. This module is designed to present the more

extensive skills required in the group counseling setting. If the counselor masters these skills and given some basic instructional skill, he/she should be equally at ease and competent in both the group guidance and group counseling situations.

Stages of Group Development and Competencies

Most group theorists present ideas about different phases of the group's life. Even though these ideas vary among the theorists, they all serve to describe the structure of group experience. Among the more parsimonious and understandable phases of group development are those presented by Bonney (1969, 1974) and Gazda (1971). The following is a discussion of Gazda's (1971) group stages (exploratory, transition, action, and termination) and the expected member behaviors that generally occur at each stage. Counselor behaviors (indicators) that are necessary are also introduced at the stage in which they usually appear. More extensive discussion of the indicators and their associated skills will appear later. They are presented here to give the counselor a "flavor" of how the indicators fit into a complete group experience. Table I (page 10) presents a summary of the group stages and associated competency indicators.

Exploratory Stage

Initially, this stage is characterized by "milling

around," apprehensive, uncertain behavior. The group members may as yet not know what to expect, what is expected of them, or how to behave. There is a perceived need for direction and purpose. Group members eventually introduce themselves, begin "feeling each other out," and become more comfortable as feelings of safety and trust develop. At this stage, cohesiveness develops and norms and goals are set. Leader competencies displayed at this time are setting goals and discussing means to be used for achieving goals (I.1), setting group norms (I.2), orienting group members to purpose of group (I.3), and using trust building strategies (I.4).

During this state, Gazda (1971, p.33) pointed out that the leader is actively helpful and:

> ...shows his helpfulness by clarifying goals for the group and group means for achieving them, by telling the group something about himself, and most important, by modeling the facilitative dimensions of empathy, respect, warmth, and genuineness (Carkhuff, 1969).

Here, the facilitator communicates respect for the students (I.5), communicates interest in the students (I.6), encourages students to participate (I.7). These skill indicators will pervade the entire group experience since they are the basis from which trust and caring emerge.

Transition Stage

The transition stage of group development is that stage where the content of the discussion or the goal of the group or individual is most closely examined. After exploring the purpose of the group, such actions as clarifying (I.10) and intervening (I.9) for the purpose of arriving at a full understanding of the content and/or problems are appropriate. Equally as important as a clear understanding of the content is focus on the group process, i.e., examination of blocking and facilitating behaviors. (I.11 and I.12). Again the communication skills (I.5, I.6, I.7, I.8) are vital to this stage of the process.

Action Stage

When a clear understanding of the group and/or individual problems or goals is achieved, the next logical step is action to either resolve or deal with the matter. At this point in the group development, the counselor should employ the appropriate group method (I.16).

Termination Stage

The termination stage of the group process is the summary (I.15). At different levels of the process, however, summary may also be appropriate--particularly when moving from one stage to another.

While these stages will not be referred to throughout the module, they do present an organizer from which to view the group development process. The module is organized around the following pattern.

TABLE I. Stages of Group Development and Facilitation Competencies

Exploratory	Transition	Action	Termination
I.1 Sets goals and discusses means to be used for achieving goals	I.9 Intervenes at appropriate times to guide discussion	I.16 Uses some group method Role play Student presentation and discussion Group dynamics exercise Unfinished story Puppet play	I.15 Summarizes the session
I.2 Sets group norms	I.10 Clarifies the verbal communications of the students		
I.3 Orients group members to purpose of group	I.11 Elicits examination of the group process		
I.4 Uses trust building strategies (builds cohesiveness)	I.12 States concerns about the group process (identifies helping behaviors)		

I.5 Communicates respect for students throughout the session

I.6 Communicates interest in students throughout the session

I.7 Shows acceptance of students and their ideas throughout the session

I.8 Encourages all students to participate

ORGANIZATION OF THIS MODULE

This module is divided into eight units of study. Each unit will utilize the following format of presentation:

1. A list of the indicator or indicators
2. A list of skills related to the indicators
3. A rationale for and explanation of the skills
4. Activities to develop the skills
5. Self-checks to determine whether or not the skills are developed
6. Additional skill activities, if needed
7. Additional references and suggested readings when appropriate

The rationale of this presentation format is that a global competency such as group facilitation is best measured by smaller components, called indicators, which are observable. To perform these indicators may require the acquisition of several skills. Skills are then developed through practice activities or exercises, the results of which can be evaluated. Essentially, one does not learn group facilitating, but one does learn skills which allow one to facilitate group interaction.

The following outline presents the eight units and the indicators and associated skills of this module:

Outline of Indicators and Skills

For Group Facilitation

Unit 1: Goal Setting/Group Building

Indicator 1: Sets goals and discusses means to be used for achieving goals.

Skill 1: Identifies problem situations.

Skill 2: Operationalizes goals.

Skill 3: Develops counseling interventions.

Indicator 2: Sets group norms.

Skill 4: Provides explicit rules for group functioning.

Skill 5: Elicits commitment from members.

Indicator 3: Orients group members to purpose of group.

Skill 6: Develops rapport with member.

Skill 7: Explores and develops student needs (Identifies problems).

Skill 8: Conveys to the student the importance of goals (Goal setting).

Skill 9: Discusses leader's behavior and techniques.

Skill 10: Discusses member's behavior and commitment (Norms setting).

Unit 2: Trust/Cohesion

Indicator 4: Uses trust building strategies.

Skill 11: Identifies trust and cohesiveness building behaviors.

Skill 12: Intervenes to promote trust and cohesiveness behaviors.

Unit 3: Communication

Indicator 5: Communicates respect for the students throughout the session.

Indicator 6: Communicates interest in the students throughout the session.

Indicator 7: Shows acceptance of students and their ideas throughout the session.

Unit 4: Participation

Indicator 8: Encourages all students to participate.

Skill 13: Cues members to intervention.

Skill 14: Redirects interaction.

Skill 15: Uses silence to promote interaction.

Skill 16: Models appropriate guidelines for providing feedback.

Unit 5: Intervention

Indicator 9: Intervenes at appropriate times to guide discussion.

Skill 17: Identifies situations reguiring intervention.

Unit 6: Clarification/Summary

Indicator 10: Clarifies the verbal communication of the students.

Indicator 15: Summarizes the session.

Unit 7: Group Process

Indicator 11: Elicits examination of the group process.

Indicator 12: States concern about the process (identifies blocking behaviors).

Indicator 13: Reinforces group process (identifies helping behaviors).

Indicator 14: Examines own interaction with group.

Skill 12: Intervenes to promote trust and cohesiveness behaviors.

Skill 18: Identifies and reinforces helping behaviors.

Skill 19: Identifies and exposes blocking behaviors.

Unit 8: Group Methods

Indicator 16: Uses some group methods such as role play.

Skill 20: Employs techniques of role play.

REQUIREMENTS OF THE MODULE

Access to practice groups will be necessary to complete the exercises described in this module. At least one group is necessary for the experience, and working with that one group will provide continuity to the total experience and allow the counselor to experience a group at the various developmental stages. Each group session should be tape recorded for use with the exercises in the module, for self-evaluation, and for future planning. Taping should present little problem with the group members, but it is necessary to obtain their cooperation and permission before attempting to do so. If possible, an omni-directional microphone should be used since it will provide the best sound reproduction.

Before proceeding with the module, you should be familiar with a major text on group counseling as applied to the school setting. Following is a list of suggested reading with which you should be familiar:

Bennett, M. E. Guidance and Counseling in Groups. 2nd Ed. New York: McGraw-Hill, 1963.

Gazda, G. M. (Ed.) Theories and Methods of Group Counseling in the Schools. Springfield, Illinois: Charles C. Thomas, 1969

_____. Group Counseling: A Developmental Approach. Boston: Allyn & Bacon, 1971.

_____. (Ed.) Basic Approaches to Group Psychotherapy and Group Counseling. 2nd Ed., Springfield, Illinois: Charles C. Thomas, 1975.

Glanz, E. C. and Hayes, R. W. Groups in Guidance. 2nd Ed. Boston: Allyn & Bacon, 1967.

Ohlsen, M. M. Group Counseling. New York: Holt, Rinehart, and Winston, 1970.

Vriend, J. and Dyer, W. D. (Eds.) Counseling Effectively in Groups. Englewood Cliffs, N. J.: Educational Technology Publications, 1973.

INDICATORS, SKILLS, AND EXERCISES

Having become familiar with the list of indicators and skills of group facilitation and having been introduced to the relative importance of the indicators in each stage of group development, you are now ready to begin the training portion of this module. Below are presented the specific indicators, skills, and activities required to help develop competency in group facilitation. Keep in mind that these indicators, skills, and activities are interrelated and build to competency in conducting groups.

Unit 1: Goal Setting/Group Building

I.1 Sets goals and discusses means to be used for goals.

I.2 Sets group norms.

I.3 Orients group members to purpose of group.

Generally, in group counseling, there is a great deal of work to be done by the counselor before the first group meeting. Good planning and preparation pay off in better group interactions. The first three indicators must be begun by the counselor before interacting with the

prospective members and completed with the members. For instance, the counselor must determine the group's goal and also help students determine individual goals.

I.1 Sets goals and discusses means to be used for achieving goals.

Goals give a group locomotion and direction without which they flounder. It is important that any counseling group have well defined specific group and individual goals. Group goals are the desired outcome or the specific area of focus of the group. For instance, the counselor may conduct a group to "develop skill in interpersonal relationships," or to "explore a variety of careers in medicine," or to "learn good study habits."

Individual goals are specific objectives that individual members have chosen to achieve in the group. To be included in a particular group, the individual's goals should be compatible with the group goal. Examples of individually stated goals are "to learn to approach and talk to people," to "learn how to say 'no' to others and not feel bad," to "select three medical careers to investigate," "to learn the broad categories of the medical profession," "to learn specific skills of how to study," and "to learn the conditions which facilitate learning."

Specific skills in this area are:

S.1 Identifies problem situations.

S.2 Operationalizes goals.

S.3 Develops counseling interventions.

S.1 Identifies problem situations. The process of developing goals for a counseling group begins with a survey of the real life environment and identifying a problem situation or a need of that environment. Frequently, counselors do not need to go out looking for problems; they come to their door. At other times, prevention minded counselors survey teachers and students to discover potential needs. In either case, how the situation is identified if of crucial importance.

Napier and Gershenfeld (1973) suggest the following steps in diagnosing the problem:

1. Clarify the problem.

   Explore and understand the problem.

   Determine if the problem is of general concern and is shared by others.

   Determine the degree of urgency of the problem.

2. Gather supporting evidence as to the nature of the problem.

   Develop a better understanding by identifying specific factors that contribute to the problem.

3. Restate problem in terms of condition to be changed.

   Determine if you can do something about the problem.

   Be as specific as possible in defining the different aspects of the problem.

S.2 Operationalizes goals. The goals of a counseling group can be viewed as the "flip side" of the problem situation. Good group goals flow from good problem identification. Goals are the positive statement of problem situations that need change. To have maximum effectiveness, goals are operationalized. As a counselor, you have used this concept before in the form of stating behavioral objectives. This author makes the assumption that you are familiar with behavioral objectives. If you are not, read or review Magers' (1962) Preparing Instructional Objectives or a similar instructional text on behavioral objectives.

This approach breaks down a specified goal into smaller behavioral objectives which support it. Consider the following example:

EXAMPLE

Goal: To acquire effective study habits

Behavioral Objectives:

1. To learn the SQ3R (Survey, Question, Read, Recite, Review) study method.
2. To eliminate distractors from the study environment.
3. To study during regularly schedules times.
4. To utilize the SQ3R method to study social science this week.

Notice how the objectives represent smaller steps toward achieving the goal. This approach is beneficial

for several reasons. First, it provides specific concrete tasks for the student to work on. Second, it provides opportunities for success and subsequent reinforcement. This latter point is most important. The most important facilitator of behavioral change is success. The counselor should arrange a counseling plan in the smallest steps that will insure the student's success.

Ryan and Zeran (1972) have presented five characteristics of behavioral objectives. These, presented in a system called SPAMO, are specifically, pertinence, attainability, measurability, and observability.

Specificity of objectives. Objectives that are vague and ambiguous are meaningless. Objectives must be described by the operation that defines them. Consider the following examples:

EXAMPLE

Mary: To be more friendly.

Jane: To approach one person each day and engage them in conversation.

John: To get better grades.

Dick: To learn the SQ3R study method.

Tom: To improve my mental health.

Deb. To give at least 10 approving statements about myself each day this week.

Which of the students know what to do to help meet their goals? Jane, Dick, and Deb have specific objectives, whereas Mary, John, and Tom must ponder "what to do, what to do?" in order to meet their goals.

Pertinence of objective. Needless to say, the objectives must be pertinent to the students' needs. They should also be pertinent to the group's goal. For example, if the group's goal is to develop skill in interpersonal relationships, then a student's goal "to improve study habits so that I will not respond so irritably when others ask how I am doing" may need to be redefined.

Attainability of objectives. One of the major problems in goal setting is to go too far too fast. Check the reality of attaining the objective. The counselor should help select the smallest increment that will allow success in moving toward the goal. Failure leads to discouragement. It is probably not realistic for a student in academic difficulty to set his/her goal at all A's. Attaining all C's or possibly a goal of all passing may be a more realistic goal. The student's abilities, motivation, and skill must be considered but try to assure success.

Measurement of objectives. Do the objectives describe behaviors that can be observed? This characteristic

allows the student and the counselor to determine if the objective is being achieved. Note that the objectives for Jane and Deb are easily measured. Similarly, Dick's objective can be observed and quantified. Mary's, John's, and Tom's would be much more difficult to measure either by observation or any other method. John's grade report would eventually provide the needed data, but Mary's friendliness and Tom's mental health would pose observation and measurement problems.

EXERCISE

Exercise: Get into a discussion in the teachers' lounge. Determine five problems that could be reduced by counseling intervention. Identify each problem and operationalize it into a group goal.

S.3 Develops counseling interventions. As can be seen from the preceding discussion and exercise, operationalizing members' goals in the form of behavioral objectives is helpful in working toward goals by giving direction and a way of observing progress. Use of a Behavioral Change Plan or Intervention Strategies Planning Sheet can help both student and counselor. Look at the examples presented on the behavioral change plan on page 23. Developing plans like this for each member

Behavioral Change Plan

Problem	Goal	Objective	Intervention
John:			
Poor grades due to inadequate study habits.	To learn more efficient study habits.	To learn the SQ3R study method.	Didactic training
		To study twice a week with a student who has adequate study skills.	Modeling
		To report all grades of C or better to the group.	Positive reinforcement
Jane:			
Does not have friends; afraid to approach other people.	Learn to approach and talk to others.	Observe a group member approach another member in a friendly manner. (smiling, pleasant greeting, enthusiastic "hello")	Modeling
		Approach another member in the group in a friendly manner.	Roleplay, Behavioral rehearsal
		Approach one person outside the group.	Shaping
		Provide positive self-messages regarding your likeability.	Positive bombardment (Confidence building)

allows them to know exactly where they are going in the group. Intensive change plans may take several meetings to develop. Once the goals are defined, group members will be able to help each other develop activities that would achieve the stated goals.

EXERCISE

Exercise: Select two students willing to help you by discussing a problem they would like to address. Develop a behavioral change plan by helping students to identify problem situations, operationalize goals, and determine behavioral objectives. Select intervention strategies that are appropriate. Get feedback from the students to see if you have helped them clarify goals by objectifying them. Does student understand what he/she is trying to achieve in the group?

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I.2 Sets group norms.

Probably the most important and long lasting of all group phenomena are group norms. Once established, these expectations of behavior serve to provide the structure for group interaction. Well-defined norms reduce the tension and anxiety generated by self-questioning, such as "What's expected of me?," "How do I behave?," and "What can we do?." Poorly defined norms stimulate feelings of ambiguity and insecurity which have counter productive results.

S.4 Provides explicit rules for group functioning.

S.5 Elicits commitment from members.

S.4 Provides explicit rules for group functioning. The group counselor is responsible for providing relatively high structure to the group experience during the early stages. At this point, the counselor knows most

about why the students are there and what they might do. Approaches like, "We are here to do and discuss anything you want to do" or "Does anyone have suggestions" heighten confusion and defensiveness and frequently elicit hostile expressions. Students need guidelines upon which to base their behavior.

In the various sub-groups that occur in a school, there are a myriad of norms functioning. A student must know what the expectations of any group are before he/she can successfully function in that group. Have you ever observed how new students in the school initially usually do more listening than talking, more following than initiating, and more questioning than directing? They are leaning how the group expects them to behave and what behavior they can perform in the group without sanctions. In essence, they are learning the group's norms. Observing their behavior six weeks later one would notice behavior changes and how much more easily they now relate to the group. The same process occurs in a counseling group; however, providing good ground rules gets the group off to a faster understanding of what is expected of them.

Gazda (1971, p. 43) provided nine basic ground rules used in counseling groups to clarify member expectations.

1. The student will set personal goals as soon as

possible and revise these goals as clarification and/or experience dictates.

2. The student will discuss as honestly and concretely as possible the nature of the problem, including the successful and unsuccessful coping behaviors already employed.

3. The student will listen intently to the other group members and try to help them say what they are trying to say by communicating understanding, caring, and empathy.

4. The student will maintain the confidentiality of all that is discussed in the group. (There are no exceptions to this rule other than those things that pertain to the member only.)

5. The student will be on time and attend regularly until termination of the group (if a closed group) or until personal goals (if the group is open-ended) have been met.

6. The student will give to the counselor the privilege of removal from the group if the counselor deems it necessary for the counselee's health and for the overall benefit of the group.

7. The student will concur that all decisions affecting the group as a whole will be made by consensus only.

8. The student should inform the group counselor in private, before the group is constituted, of individuals who would, for various reasons constitute a serious impediment to his/her group participation.

9. The student may request individual counseling interviews, but what is discussed in these interviews should be shared with the group at the appropriate time and at the discretion of the counselor and the individual student.*

* Additional ground rules are presented by Gendlin and Beebe (1968).

It is not enough for the counselor to present a set of ground rules (norms) making the assumption that they

will steadfastly be followed. Groups establish and maintain norms, not single individuals in the group. Individuals can only present ideas which the group members consider and accept. The counselor must work to have the ground rules accepted, sometimes with modification by the group members.

Discussion of the ground rules by group members has several advantages. First, discussion of the rules provides clarification of those rules. A new teacher of an adult evening class that was scheduled to begin at 6:00 was dismayed to find that the students were never present at 6:00. Most of the class was present by 6:15, with some members regularly coming in up to 6:30. A discussion of this revealed that all class members expected the class to start at 6:15, and the few latecomers felt they could be 10 to 15 minutes late. Obviously, the expectations of the group and the teacher needed to be clarified. Similarly, what does it mean to you and your students to say, "The group will meet after fourth period?." To some students, this statement will mean, "I go directly upon dismissal from the fourth period room to the group meeting place." To others, it may mean "After dismissal from fourth period, I go to group meeting, stopping first to put my books in my locker, have a drink of water, and talk to several friends along

the way." What does it mean that a student will participate in the group? Does it mean that the students will get out of their study hall and sit in the group or does it mean that the students will become involved in the process by actively discussing their concerns. It is the counselor's responsibility to facilitate discussion of the ground rules so that all members clearly understand and agree to their meaning.

Second, discussion of the ground rules sets the model for how the group is going to work. Many students think that "group" is just another name for "class" in which a teacher will tell them everything they need to know. Discussing the acceptability of the ground rules makes a shift from a teacher-centered activity to a student-centered activity and sets the norm that involvement is allowed and expected. In addition, effective counseling groups resolve problems and make decisions by group consensus. It is important to set this process in motion early in the group's life.

Finally, the counselor must deal with the problem of acceptance and enforcement of the rules. It is naive to believe that because you, an adult, have presented rules that they will be followed. These may be another adult-oriented set of rules the students must follow. Some students in the group would not be there if they

had followed rules in the first place. To assume that you can enforce all the ground rules is equally naive. For instance, how can you assure that complete confidentiality will be maintained and that none of the 10 or 12 members will "leak" information that was discussed in the group. One simply cannot do this. Only through willing acceptance and commitment to the ground rules will they be maintained.

S.5 Elicits commitment from members. The end result of opening discussion on the ground rules is to gain acceptance and commitment to them. Once all members agree to abide by the ground rules, the important process of group pressure to uniformity (adherence to norms) is allowed to come into play. All members in the group then begin to work toward maintaining the group's norms and will apply pressure to those members who may break them. William Glasser, the originator of reality therapy, maintained that commitment is one of the most important aspects of successful group counseling. He suggested (Kaltenbach and Gazda, 1975) that the use of both verbal commitments and written contracts may be necessary for many people trying to change behavior.

A group technique to elicit acceptance and commitment to the ground rules after ample discussion is "going around." Beginning with a student either to the

right or left of the counselor as a volunteer, each student in turn is given the opportunity to express acceptance and commitment to the ground rules. Generally, a freer interaction pattern is desired; but for commitment to norms and setting goals, going around is a useful technique.

EXERCISES

Exercise 1: Observe the interaction of at least two student groups or two classrooms. Make a list of at least 5 norms that appear to be operating in each. If possible, ask the group to give you feedback to check if you have correctly identified them.

*Exercise 2: An additional activity would be to identify and specify the norms of a group of which you are a member.

Exercise 3: Ask five students to give you their opinions on the set of ground rules you intend to use in conducting the group meetings. Open discussion regarding any reservations or positive comments. Ask the big question, "Can you live with these rules?" If necessary, make reasonable modifications in the ground rules.

*Optional

I.3 Orients group members to purpose of group.

Group counselors have learned that the more knowledge

a student has about what to expect during a counseling group, the better a group member he will be. To capitalize on preparing students for the group, Gazda (1971) and Thorensen and Potter (1975) advocated a pre-counseling, or screening, interview. Such an interview has several major advantages. First, it facilitates a faster, more involved start for the group since the members have basic ideas of what they are going to do. Second, it gives the counselor the opportunity to be able to develop rapport with each member and assess whether or not to include them in this particular group.

S.6 Develops rapport with member.

S.7 Explores and develops student needs (identifies problems).

S.8 Conveys to the student the importance of goals (goal setting).

S.9 Discusses leader's behavior and techniques.

S.10 Discusses member's behavior and commitment (norms setting).

Since group counseling is considered to be an extension of individual counseling, it is assumed that you have developed individual counseling skills. If you have not developed these basic skills, review the appropriate Module. The individual pre-group counseling interview will rely heavily on individual counseling skills.

S.6 Develops rapport with member. Inevitably,

whenever counselor and student make first contact, the counselor's efforts must be directed at developing rapport with that student. The skills one draws upon from individual counseling are putting the student at ease, maintaining appropriate eye contact and positive attending behavior, and responding to the student with empathy, respect, and warmth. Additionally, the student must feel accepted and that the counselor is interested in him/her and that he/she is free to express him/herself as he/she really is. Developing rapport is the base upon which all future counseling is built.

S.7 Exploration and development of student needs. Exploration and development of the student's needs are similarly based upon individual counseling skills. Here, the counselor uses appropriate listening skills, reflection of content and feelings, verbal following, and paraphrasing to help the student clarify and understand his situation. One is using the skills already learned to determine what the student's needs may be. The counselor attempts to discover what the person is dissatisfied with and what he/she would prefer to be doing. If you are uncomfortable with your ability to help the student explore and develop their needs, review that section in the module on individual counseling.

S.8 Conveys to the student the importance of goals.

The counselor must set the norm that the group is going to be a serious involvement that will help the student with certain aspects of his/her life with which he/she is having difficulty. Presentation of the group's goals sets the idea that the members will gather for a specific purpose. The group goal should be thought out and established by this time so the counselor can answer any questions the student may have concerning the group. The counselor has already mastered the concepts described in Indicator 4 (goals). It should be pointed out that it is important for the student to have an individual goal so that he/she knows what to work on in the group. Ascertaining this goal will rely on S.1 and S.2. The counselor should then help the student operationalize the goal and establish behavioral objectives as described in S.2. If a student cannot clarify his/her goal in the pre-counseling interview, he/she is asked to develop it and present it at the first group meeting. Each member then arrives at the first session with his problem and goal somewhat defined.

S.9 Discusses leader's behavior and techniques. The student should be informed of the role of the leader and possible techniques that will be used to achieve goals, both group and individual. Different counseling approaches specify markedly different roles; however,

most functions performed can be classified into task oriented and interaction oriented behaviors. The leader's task behavior centers around helping to accomplish the group's goal. More specifically, the leader's task behaviors are to help individuals accomplish their goals by suggesting direct group exercises such as modeling, behavioral rehearsal, role playing, etc.; to use appropriate reinforcements; to provide needed information; and to assess individual and group progress. The leader's interaction behaviors are those that facilitate openness and trust. These behaviors include listening carefully with interest, accepting students, modeling appropriate behavior, giving support and encouragement, and facilitating a safe atmosphere for the group meeting. Students will not likely want or be given a detailed list of specific behavior the leader will be using; however, a good description will reduce apprehension that may develop.

Similarly, since the leader establishes the group goal, he/she must have some idea of the techniques they are going to use to achieve them. Modeling, role playing, and behavioral rehearsal are good techniques to use when the group goal is to improve interpersonal skills. Visitation, field trips, outside the group exploration, and ability and interest testing are usually integral parts

of vocational or career guidance groups.

S.10 Discusses member's behavior and commitment. A complete presentation of expected member's behavior and commitment is found in Indicator 2 in this module.

EXERCISES

Exercise 1: Select two or three students who are willing to help you practice and tape a pre-counseling interview with them. Do not tell them what you are attempting to demonstrate. After each session and before you do the next one, give your client the sheet entitled, Client Feedback I (p. 37) and ask him to complete and return it. You should now listen to the tape and fill out Self Observation I (p. 39). After both of you have completed the forms, get back together and discuss the session, using the forms as a guide. When you have completed this process for one session, noting what you did appropriately and what you need to improve upon, proceed to the next training session. This exercise will be most productive if you space the interviews over a two-day period. If after completing the interviews, you are still receiving ratings between 1-4, reread the material in this section of the module and/or one of the texts suggested earlier and then try two more interviews with different clients. If your ratings are consistently above 4 for each of the

Client Feedback I

Counselor_____School_____Date_____

After completing your "role playing" session with the counselor, please complete the following evaluation. It is of utmost importance to the counselor that your rating be as accurate as possible. Please look at each item carefully and rate it independently of any of the other items. After completing the forms, you will be asked to discuss this rating with the counselor.

The counselor,

1. made me feel at ease

1	2	3	4	5	6	7
Not sufficiently						Very much

2. made the purpose of our session clear

1	2	3	4	5	6	7
Unclear						Very clear

3. maintained good eye contact with me

1	2	3	4	5	6	7
Very seldom looked directly at me						Excellent eye contact

4. had nonverbal behavior which indicated an interest in me

1	2	3	4	5	6	7
Distracting behavior						Open behavior

5. really listened to what I said

1	2	3	4	5	6	7
Inattentive						Attentive

6. knew the feeling I was experiencing

1	2	3	4	5	6	7
Did not understand my feelings						Really understood my feelings

7. gave me plenty of time to respond

1	2	3	4	5	6	7
Frequently interrupted						Did not interrupt

8. Counselor's nonverbal behavior encouraged me to go on

1	2	3	4	5	6	7
Discouraged						Encouraged

9. facilitated my discussion my feelings about the problem

1	2	3	4	5	6	7
Hindered						Facilitated

10. The counselor helped me clarify my problem(s).

1	2	3	4	5	6	7
Not clear						Very clear

11. I know what I am supposed to accomplish.

1	2	3	4	5	6	7
Do not have a goal						Have a goal

12. I know what the group is supposed to accomplish.

1	2	3	4	5	6	7
Not at all						Very well

13. I know what kind of behavior is expected of me.

1	2	3	4	5	6	7
Not at all						Very well

14. I know what kinds of activities we will do in the group.

1	2	3	4	5	6	7
Vaguely						Very well

15. I know what to expect from the leader.

1	2	3	4	5	6	7
Not at all						Very well

Self-Observation I

In counseling_____

1. Put the student at ease

1	2	3	4	5	6	7
Not sufficiently						Very Much

2. Made the purpose of the session evident to the student

1	2	3	4	5	6	7
Not evident						Very clear

3. Maintained good eye contact with the student

1	2	3	4	5	6	7
Very seldom looked directly at student						Excellent eye contact

4. Maintained positive physical attending behavior

1	2	3	4	5	6	7
Distracting behavior						Open behavior

5. Really listened to the student

1	2	3	4	5	6	7
Inattentive						Attentive

6. Was attentive and used verbal following behavior

1	2	3	4	5	6	7
Not at all						Very well

7. Allowed student time to respond

1	2	3	4	5	6	7
Interrupted						Did not interrupt

8. Used nonverbal methods to encourage student to talk freely

1	2	3	4	5	6	7
Discouraged						Encouraged

9. Helped student to clarify problem(s)

1	2	3	4	5	6	7
Not clear						Very clear

10. Helped student define goals and objectives

1	2	3	4	5	6	7
No goals						Has specific goals

11. Oriented student to purpose of group

1	2	3	4	5	6	7
Not oriented						Oriented

12. Set group goals

1	2	3	4	5	6	7
Not at all						Very well

13. Set group norms

1	2	3	4	5	6	7
Vaguely						Very clearly

14. Explained techniques to be used

1	2	3	4	5	6	7
Not mentioned					Described specifically	

15. Explained leader's role

1	2	3	4	5	6	7
Not at all						Very well

interviews, you are ready to proceed to the next exercise.

References

Gazda, G. M. Group Counseling: A Developmental Approach. Boston: Allyn and Bacon, 1971.

Gendlin, E. T., and Beebe, J. Experimental Groups: Instructions for Groups. In G. M. Gazda (Ed.) Innovations to Group Psychotherapy. Springfield, Ill.: Charles C. Thomas, 1968.

Kaltenbach, R. F., and Gazda, G. M. Reality Therapy in Groups. In G. M. Gazda (Ed.) Basic Approaches to Group Psychotherapy and Group Counseling, 2nd Ed. Springfield, Ill.: Charles C. Thomas, 1975.

Thorensen, C. E., and Potter, B. Behavioral Group Counseling. In G. M. Gazda (Ed.) Basic Approaches To Group Psychotherapy and Group Counseling. Springfield, Ill.: Charles C. Thomas, 1975.

Exercise 2: You are now ready to conduct the first group session. The aims of this first meeting are (1) introduce members, (2) set norms, (3) identify goals, and (4) build cohesiveness and trust. If you chose to use the pre-counseling interview, much of the work of this session has begun, i.e., individual members know ground rules and have thought of or established goals. These should be presented and/or discussed in the group contest. In addition to reaffirming understandings of the ground rules, this first discussion sets the model for

involvement in an area in which all members have nearly equal knowledge. Commitment to follow the rules is more binding when made before the entire group. The group gets to know more about each other through the presentation of individual goals. The counselor has the opportunity to begin developing cohesiveness by pointing out similarities among the group members and by making optimistic statements about the members and the group.

Make a tape of the first group session to be used for self-evaluation; the self-observation form could be helpful.

Unit 2: Trust/Cohesion

I.4 Uses trust building strategies.

S.11 Identifies trust and cohesiveness building behaviors.

S.12 Intervenes to promote trust and cohesiveness behaviors.

S.11 Identifies trust and cohesiveness building behaviors. The first step in the process of promoting the development of cohesiveness and trust is to be able to recognize cohesiveness and trust building behaviors. Krumboltz and Potter (1973) presented a list of behaviors which are indicators of the presence of cohesiveness and trust. Cohesiveness is characterized by a high frequency of:

1. Statements expressing liking for the group,

2. "We" statements (referring to the whole group),

3. Member-to-member talk,

4. Pointing out similarities among members,

5. Cooperative statements (We may be able to help Sue if. . .),

6. Expressed desires to continue the group,

7. Listening to the speaker,

8. Equal participation by members, and/or

9. Optimistic expectations.

Lack of cohesiveness is indicated by a high frequency of:

1. Negative statements about the group,

2. Statements directed at the leader,

3. Competitive statements ("That's nothing; wait til you hear about me."),

4. Cutting off the speaker,

5. Time monopolized by a few members,

6. Distracting behaviors (yawns, side conversations, horseplay), and/or

7. Absenteeism, tardiness, and desire to leave early.

Groups that show cohesiveness then show a high frequency of positively-oriented statements and behaviors about the group and a low frequency of negatively-oriented statements and behaviors.

Similarly, trust is characterized by a high frequency of:

1. Here and now statements,

2. Self-disclosing statements,

3. Members asking for help with problems,

4. Members asking for and giving feedback to other members,

5. Spontaneous unprompted participation, and/or

6. Members reinforcing each other.

Conversely, trust is indicated by a low frequency of:

1. Anecdotes,

2. Non-self-disclosing statements,

3. Self-disclosures getting cut off, ignored, or otherwise blocked,

4. Irrelevant talk about people or things,

5. Members cutting off or rejecting feedback,

6. Members minimizing problems,

7. Silence, and/or

8. Defensive statements.

EXERCISE

Exercise: Now familarize yourself with the preceding list of behaviors. Make a check list of these behaviors. Using the tape of the first group session, select at random two or more 10-15 minute segments and make a frequency count of positive and negative behaviors. Determine which positive behaviors need to be increased and which negative behaviors need to be decreased.

S.12 Intervenes to promote trust and cohesiveness behaviors. Studies have shown that the systematic use of social reinforcement can increase cohesiveness and trust. Once positive and/or negative behaviors are identified, behavioral techniques can be applied to increase or decrease the frequency of that behavior. Krumboltz and Potter (1973) and Thorensen and Potter (1975) presented behavioral techniques shown to increase cohesiveness and trust when used in groups:

1. Reinforce desired behaviors. When students emit one of the positive cohesiveness or trust behaviors, one of the most powerful tools to insure its reoccurrence is positive reinforcement.

EXAMPLE

Tom: I get somewhat concerned when we discuss selecting college majors (disclosure of feelings).

Counselor: Tom, I am pleased that you can talk about how this discussion makes you feel (reinforces disclosure of feelings).

Jan: I felt excited about coming to the group today and meeting the other members (cohesiveness engendering).

Counselor: Jan, I am pleased that you looked forward to coming to our group. I am sure we are going to enjoy working together (reinforces cohesiveness statement).

2. Model desired behaviors. One of the ways that new learning occurs is by imitating. New behaviors are

hard to develop when one has no idea of what that behavior is like. Counselor modeling of desired behaviors provides the opportunity for imitation learning to occur.

EXAMPLE

Jerry: It's really a bummer to live with an alcoholic father. I can never seem to please him (disclosure of feelings).

Counselor: I feel sad as I listen to your experiences with your father (models here and now disclosure of feelings).

Jill: I am not sure just how to accomplish that.

Counselor: Jill, if we all got together and each took part of the topic, we could do it (models "we" statements, cooperative behavior).

3. Cue to elicit responses from members. Cueing calls attention to behaviors or feelings, Use questions, comments to elicit responses from members.

EXAMPLE

Shirley: I don't know if I can talk about my feelings and concerns with people I don't know.

Counselor: Shirley, can you tell me how you feel right now talking to new people about personal things (cues here and now self-disclosure)?

Jean: We sure talked about a lot of good stuff today.

Counselor: Jean, you used the term "we." You must feel you belong here (cues cohesiveness).

4. Extinguish inappropriate negative behaviors. Ignoring, cutting off, or otherwise failing to reinforce

inappropriate behaviors will reduce the frequency of such responses.

EXAMPLE

John: Boy, Miss Jones really put me on the spot in front of the whole class yesterday. It was terrible.

Sam: That's not bad; listen what she did to me. . . .

Counselor: Sam, your experience is distracting from John's problem at this time. John, can you tell us how you felt at that embarrassing moment (cuts off cohesiveness reducing behavior).

June: . . . and then, to top it off, after I volunteered, I discovered I didn't have my home work with me.

Tim: Sounds like a big joke to me.

Counselor: June, could you tell us what you did then (ignores inappropriate remark)?

5. Confront by calling attention to inappropriate behaviors. When confrontation is used, be sure to confront the behavior, not the person.

EXAMPLE

Carl: Yes, that's a good idea, but I am not sure its as good as my old way.

Counselor: Carl, I noticed that the last several times someone suggested an idea to you, you responded with "yes . . . but."

Charlie: My grades are improving since I got into the group.

Pat: (Ho-hum, yawn)

Counselor: Pat, it seems that everytime Charlie speaks, you interrupt with a loud yawn.

Exercise 1: Look at the list of behaviors you made. Determine an intervention strategy that will increase positive behaviors and reduce negative behaviors. Relisten to the tape segments as the behaviors occur. Stop the tape and respond, using one of the intervention strategies.

Exercise 2: Make another tape; focus on intervening to increase positive behaviors and to reduce negative behaviors. Review two or more 10-15 minute segments. Using the check list, make a frequency count of the occurrence of positive and negative behaviors and compare it to results of the first tape. Have desired behaviors increased and undesired behaviors decreased? This sequence can be repeated as many times as needed to achieve desired results.

The counselor may decide to use group exercises when certain behaviors are desired. He/she may wish to use an exercise to elicit here and now feelings or cooperative behaviors, etc. Following are descriptions of simple group exercises to facilitate the development of cohesiveness and trust in groups.

Dyad Exercises: Dyads offer any number of possibilities for group exercises. The group members pair off and work

together on a given task prescribed by the exercise. The members of the group may take turns at performing the task or work cooperatively to complete it. All pairings are made to promote group interaction, and some time is allowed after all pairings to share findings with the entire group.

EXAMPLE

Possible dyad activities:

1. Name, rank and serial number: Designed as an ice breaker, each member of the dyad has 30 to 45 seconds to tell their pairmate as much as they can about themselves.

2. Discovering similarities: Designed as a high cohesiveness developer. The dyad is given several minutes in which they discover as many similarities between each other as they can.

3. Helping a friend: Designed to increase cohesiveness and trust by increasing member-to-member cooperative behavior. Several minutes are alloted for members to discuss how they may help each other achieve their goals.

4. I feel: Designed to increase perception of feelings and here-and-now statements. One dyad member asks the other, "How do you feel now?". Member responds with "now I feel. . ." and describes feeling. Questioning and answering continues for approximately one minute. Roles are then reversed.

5. What I like about you: Designed to increase cohesiveness and trust by providing positive feedback. Group members are instructed to provide only positive feedback in the form statement, "What I like about you". Careful instructions and modeling are useful to insure that only positive feedback occurs. Fifteen to thirty seconds is plenty of time for a starter.

EXAMPLE

6. Design your own: This is really an exercise for you. Design your own dyad by selecting a task that will help increase desired behaviors in the group. Try it out with the group.

Positive Bombardment Exercises

Recent findings indicate that focusing on positive behaviors and strengths are more conducive to creating cohesiveness and trust than by focusing on deficits and confrontation techniques. Positive bombardment is a feedback technique in which a person is given, in rapid succession, positive feedback from the other group members. Use to increase attraction to group and members and to reduce feelings of failure.

EXAMPLE

Positive bombardment statements:

Charles has poor grades and feels he has nothing going for him.

Bombardment:

Sue: You have a nice smile.

Bob: You are friendly.

Joey: You dress cool.

Tim: You are really funny.

Jane: I trust you.

Trust Exercises:

Trust fall exercises are used to increase feelings of trust and increase interaction. In the trust

EXAMPLE	fall, one student is instructed to keep his body straight and fall backwards into the arms of another group member who will catch him. In the trust walk exercise, one student is blindfolded, places his hand on another student's shoulder, and is lead around the room or designated area by that student.

EXERCISE

Exercise: Select a group exercise to increase desired behavior that occurs with low frequency during the group meeting. Make a frequency count after the exercise to evaluate its impact.

Dr. Lacy Hall describes an excellent variation of positive feedback called Positive Bombardment Bullseye. See Gazda, G. M. and Kaltenbach, R. R. Proceedings of a Symposium on Group Procedures: Human Relations Training for Educators. Athens, Ga.: University of Georgia Center for Continuing Education. 1973.

Further exercises may be found in the following sources:

Napier, R. W. and Gershenfeld, M. K. Groups: Theory and Experience. Boston: Houghton Mifflin Co., 1973.

Otto, H. Group Methods to Actualize Human Potentials Handbook (3rd Ed.) Chicago: Achievement Motivation Systems, 1968.

Phifer, J. W. and Jones, J. E. A Handbook of Structured Experiences for Human Relations Trainers, Vols.1-4, and Annual Handbooks. LaJolla, Calif: University Associates.

Schultz, W. C. Joy: Expanding Human Awareness. New York: Grove Press, 1967.

Unit 3: Communication

I.5 Communicates respect for the students throughout the session.

I.6 Communicates interest in the students throughout the session.

I.7 Shows acceptance of students and their ideas throughout the session.

These indicators are grouped together because they are highly interrelated to each other, almost a circular interrelationship. If the counselor shows acceptance of the students, he/she is probably interested in them and shows respect for them. Then again, showing respect is an indicator of acceptance and interest. In all types of counseling relations, it is important to show the students that you care about them.

It is not so much a set of skills that one is to develop here but an attitude or philosophy toward the counselee. However, responding to the counselee with the facilitative dimensions described by Carkhuff (1969), Gazda et al. (1973, 1977), and Egen (1975) will convey interest, acceptance, and respect. This suggestion holds for the group as well as the individual counseling

situation. Carkhuff (1973) pointed out that the same individual counseling dimensions are applicable to the group counseling setting, with the addition of interpersonal behavior among the members. The skills presented in the module on individual counseling should be reviewed or relearned. Those behaviors are attending, responding interchangeable, responding additively, and initiating.

The counselor shows respect for the student by conveying that he believes the student is a person of worth and by conveying that he/she has the ability to direct his/her own life. The counselor is there, not to provide quick and easy suggestions as to what the student should do to get straightened out, but rather to work with the student so he may explore and understand his/her situation and select appropriate actions to change. It is important not to impose your values on the person but to help him/her understand and clarify his/her values.

The counselor shows interest in the student by actively listening to what the student is saying. Here the attending behaviors (eye contact, posture, and verbal following) are important. What the counselee is saying is important to them. Do not go to sleep because you have heard it before or feel the problem is trivial.

One of the quickest ways to undermine a counseling relationship is to tell or convey to the person that you feel their concerns are trivial. Listen actively with good attending behavior, reflect content and feeling, and show an openness to involvement both verbally and non-verbally. Utilizing the facilitative dimension of warmth (Gazda et al., 1973) is an effective means of showing interest.

Showing acceptance of the student is a prerequisite to self-exploration. The student will not take the risk required for self-exploration and self-disclosure if he/she does not feel accepted. The counselor must refrain from making value judgments about the students which is sometimes difficult to do since there will likely be differences in values, especially in the areas of drug use and sexual behavior. To be evaluated and criticized by the counselor will cause the student to "clam up" quickly. Many groups just sit and look at each other because the members are afraid to say anything important. Eventually, the person's views may be confronted, but the risk of alienation is substantially reduced if the student feels accepted by the counselor.

EXERCISE

Exercise: At this point, listen to a tape you make of a previous session. Do a self-check to see if you are

listening attentively to the students, accepting the students' right to hold different values from yours, and helping the students self-explore so they may make their own decisions.

The group counselor must deal with the interaction variables. That is, you must help the group members show acceptance, respect, and interest in each other. We have already learned skills that help to do this in the discussion of cohesiveness and trust building strategies. Skills 13 through 17 also are relevant since the counselor must intervene when members are not doing this. Is each member being allowed to speak without being cut off or otherwise interrupted? Are their ideas put down by the others?

One structured way to have members show interest, respect, and acceptance is for each member to show understanding of another member's feelings before expressing their own feelings. The procedure involves basic reflecting skills modeled by the counselor and allows the members to know that they have been heard and understood by the other members.

EXERCISE

Exercise: Stop and listen to a tape of the previous session. What is the quality of member-to-member

interaction? Are the members shown acceptance, respect, and interest in each other? If yes, good for you! You have built an environment of cohesiveness and trust. If not, do one of the following: (1) intervene, using skills presented under Indicator 4 or (2) use a group activity to build cohesiveness and trust among all members.

Jacob Moreno, a noted group psychodramatist, developed a method called sociometry to analyze intermember interest, acceptance, involvement, and social relationships. This procedure is not difficult to use with a small group. With large groups the procedure becomes very cumbersome because of the large number of possible combinations. To conduct a sociometric measurement, the counselor asks students to select a given small number of students (i.e., 3) with whom they would like to form a team to work on a special project (i.e., group presentation, social outing, etc.). The counselor then tabulates the choices and makes a visual diagram called a "sociogram." Figures 2 and 3, page 57, are illustrations of sociograms for a noncohesive and a cohesive group.

The counselor can obtain the following information from a sociogram:

Choice preference: Members' first (→), second (⇒),

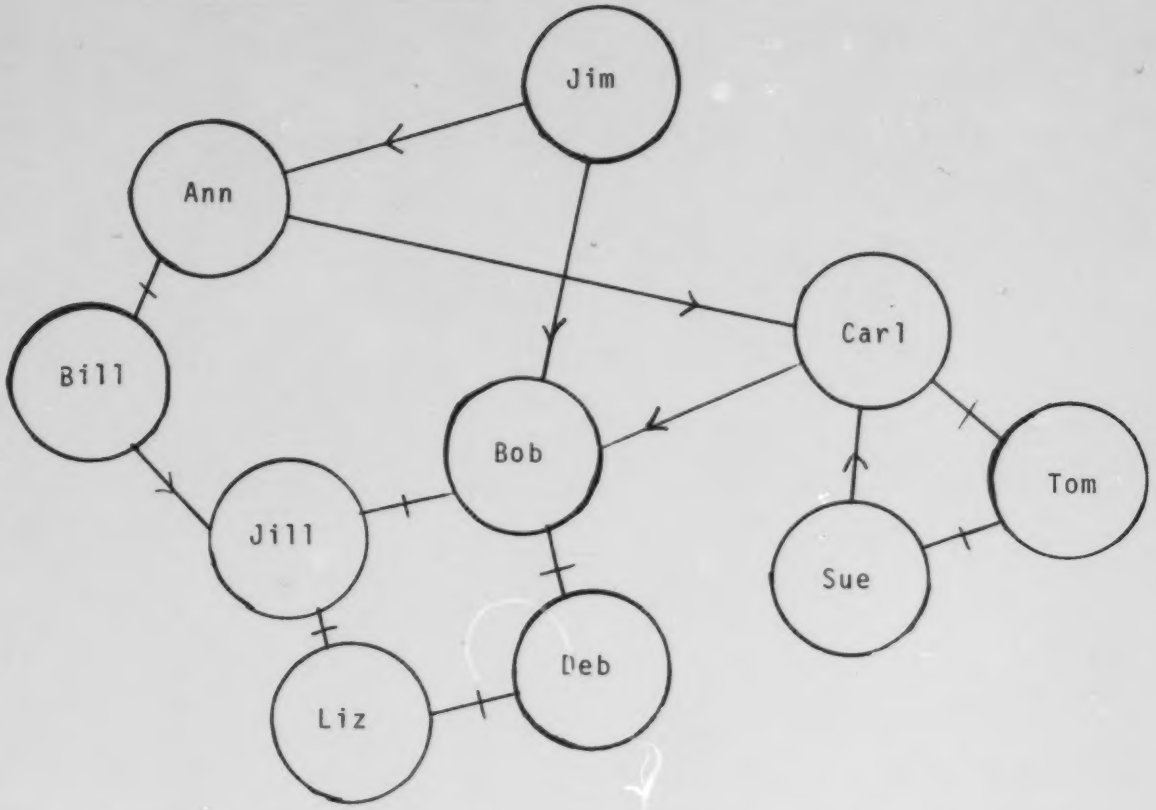

Figure 2. Sociogram of a non-cohesive group based on two choice selections.

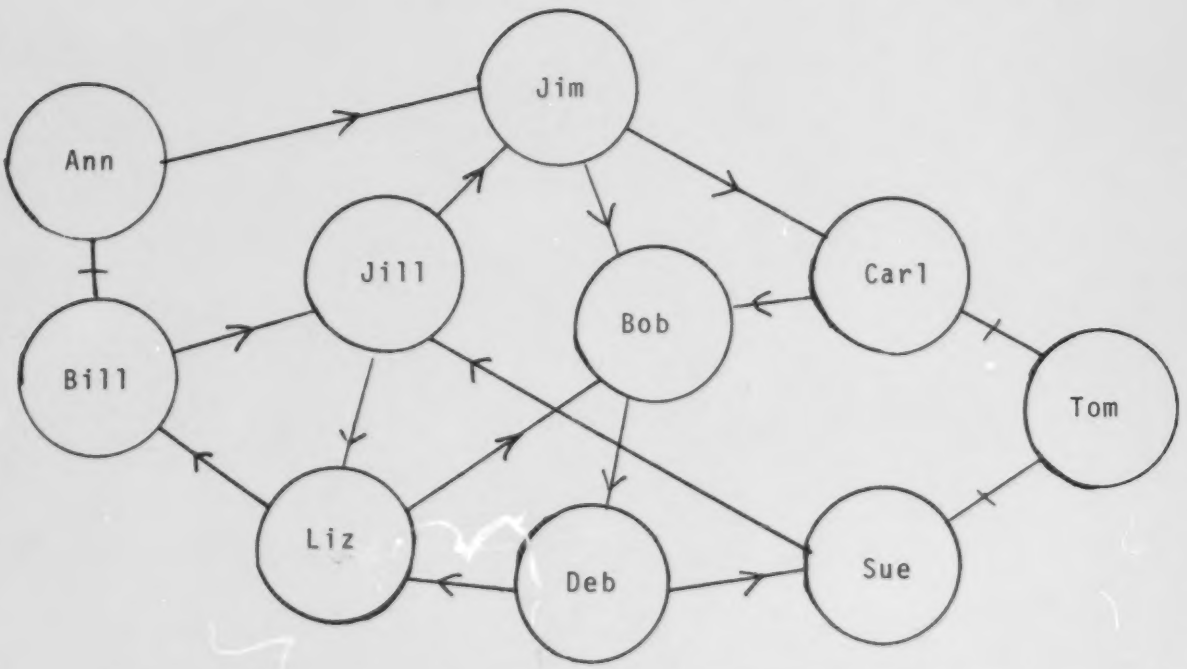

Figure 3. Sociogram of a cohesive group based on two choice selections.

and third (⇉) choices. Direction of choice is indicated by arrow. If desired, all choices may be grouped and not designated as first, second, and third preferences. This was done in the illustration.

Mutualities: Mutualities are mutual choices; usually first choices are designated mutualities. Mutualities are indicated by this symbol (⟷).

Group isolates: Those persons with lowest number of selections by the other members.

Stars: Those persons with the highest frequency of choices from the other members.

With this information, the counselor can determine the intermember acceptance patterns. If isolates are identified, interventions can be made to help bring the persons into the group. Cohesive groups are characterized by all members being selected by several others. There are no stars, isolates, or sub-groups (cliques). This information is to be used by the counselor in helping to understand the relationship pattern. It is not shared with the group. Periodic measures will help the counselor determine if and how cohesiveness is developing.

Optional Exercise: In one group session, ask students to select other members with whom they would like to become involved with in a manner specified by you. The number of choices is also designated by you. Make a sociogram to analyze the relationships. Look for isolates and subgroups. Consider means to bring isolates into the group and reduce subgroup allegiances. Subgroups can be broken by pairing persons from each subgroup to work together on a project.

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Unit 4: Participation

1.8 Encourages all students to participate.

A major responsibility of the group counselor is to

maximize member-to-member interaction. The counselor, therefore, must become less active in the group as the members learn to interact more directly with each other and not through the counselor. The counselor must avoid a hub pattern of interaction in which the communication pattern progresses from Student A to counselor, Student B to counselor, Student C to counselor, etc. Such a pattern is like conducting multiple individual counseling sessions simultaneously. All counselees are looking to the counselor to be cured. To avoid this, the counselor must encourage all members to become actively involved with each other and participate in the group activities.

S.13 Cues members to intervention.

S.14 Redirects interactions.

S.15 Uses silence to promote interaction.

S.16 Models appropriate guidelines for providing feedback.

It is assumed that you have developed skill in encouraging individuals to self-explore and self-disclose. These skills are reflection of content, feelings, and behaviors; use of nonverbal behaviors; and minimal encourages. Only those skills most specific to group interaction are presented here. If you need to review individual encourages, see S.7, S.8, S.9, and S.10 of the module on Individual Counseling.

S.13 Cues members to intervention. You have already learned to use cueing in S.12, presented earlier. Here, it is useful to use cueing to encourage members to become involved by asking for or pointing out similarities, identification, and shared feelings or experiences.

EXAMPLE

1. "Can anyone identify with the feelings James has when Mr. James called him dumb?"

2. "Sally, it seems that you and Tom have similar difficulties in finding a quiet time in which to study" (leading to suggestion that they may be able to work on it together).

3. "Is there anyone else who has had an experience like Jan's?"

4. "Jean, I noticed by your body language that you could identify with Barbara in that situation."

Note: Use of the pat counselor phrase, "How do you <u>feel</u> about that?" usually elicits an evaluation of the person or behavior which is confrontative. It is better to ask for identification with the person since it elicits supportive or shared feelings or experiences.

S.14 Redirects interaction. Used to avoid the hub communication pattern by redirecting statements directed to the counselor to other group members. This method helps shift the focus from leader-centered to member-centered interactions.

EXAMPLE

Counselor Responses:

1. "Donna, you solved a problem similar to Jackie's. Will you tell her how you handled it?"

2. "Clarence, could you tell Andy directly what you think about his relationship with his father?"

3. "Cathy, instead of complaining to me, could you tell Lynn directly that it is easier for you to talk when she is not distracting the group?"

4. "Can anyone else provide the information Pete requested about the upcoming social?"

S.15 Uses silence to promote interaction. In groups, the use of silence is an effective technique to stimulate member-to-member interaction. To "sit" on one's feelings" is difficult for many counselors to do; however, the group counselor must back off on rapid responding in order to maximize group interaction. For group counselors, using silence has the following benefits:

1. Helps insure that a member is not cut off before he completes his thoughts.
2. Allows other members to respond, thereby increasing involvement and interaction.
3. Allows members to experience and deal with intimate feelings or collect thoughts.
4. Places responsibility for direction of group on the members.

5. Allows some members to deal with the anxiety generated by the silence and their performance needs.

Silences always seem to last longer than the actual time. Look at your watch; note the time and pause for a 30-second silence. Check your watch again when you feel 30 seconds have elapsed. How long was it? Fifteen to 30 seconds? Most "long" silences that beginning counselors describe average a surprising one to one and a half minutes. Try to resist feeling that something must be happening every second. Few experiences are that action packed.

S.16 Models appropriate guidelines for providing feedback. Members are sometimes reluctant to respond because they are not sure if their response will be "right." The group leader must model new behavior s[illegible] the students may imitate. As you recall, modeling was discussed in S.12 earlier in this module. Below are guidelines for providing feedback, both positive and confrontive, to group members. Preparing copies for members and counselor modeling helps train members how to provide positive feedback and low risk confrontation.

Effective Feedback Guidelines:

1. Focus on behavior rather than person.
2. Focus on observation rather than influences.

3. Focus on description rather than judgment.
4. Focus on behavior that is "more or less" rather than "either/or."
5. Focus on behavior related to specific situations.
6. Focus on sharing of ideas/information rather than advice giving.
7. Focus on explanation of alternatives rather than answer or solution.
8. Focus on value it may have to the receiver rather than on value it has for "release" by giver.
9. Focus on amount person can use rather than on amount you can give.
10. Focus on appropriate time to give feedback.
11. Focus on "what" rather than "why."

EXERCISES

Exercise 1: Listen to a tape of the previous session. Are the members interacting with each other? Try to identify the members. Are all members participating? If so, good. If not, you need to use the skills in this section to encourage them.

Exercise 2: Listen to the frequency with which you are using encouragers to interaction. If the group is quiet, you need to increase this frequency. Make a plan on

using encouragers. Which students do you wish to encourage to participate? Tape a session in which you use these interventions. Listen to the tape and repeat Exercise 1. Note the results. Repeat these activities as necessary.

Unit 5: Intervention

I.9 Intervenes at appropriate times to guide discussion.

In individual counseling, there is an active dialog between the client and the counselor, one responding to the other. In group work, however, after the first few meetings, the leader takes a less active role, intervening as the group needs or the situation requires. The active dialog in groups should be among the members. The leader is required to intervene at appropriate times to guide the group discussion.

S.17 Identifies situations requiring intervention. In general, the leader intervenes when there are violations of the group norms, digressions from or blocking of movement toward the group goals and transgression against the rights of another member. Skills learned earlier will be utilized. Also, skills presented in Indicators I.11, I.12, and I.14 are also relevant to this area.

One of the concerns that group counselors have is

that they are not sure of when interventions are appropriate. Dyer and Vriend (1973) present ten situations in which process intervention by the group leader are indicated. The situations are presented below, along with examples of how to deal with them.

Situation 1: A group member speaks for everyone.

EXAMPLE

Counselor Responses:

1. "You keep referring to the group as you are expressing those feelings. Are you speaking for the whole group or for yourself?"

2. "Tom just stated a position for the group. Is there anyone who doesn't agree with that situation?"

3. "Jane, Tom just presented a group opinion that appears to differ from views you presented earlier. Is he speaking for you?"

4. "Mac, you shook your head when Tom appeared to be speaking for the entire group. What are your thoughts?"

Situation 2: An individual speaks for another individual within the group.

EXAMPLE

Counselor Responses:

1. "Jan, did Harry state what you were feeling more clearly than you did?
(If yes: help person learn to clarify statements)
(If no: follow with 'How do you feel having someone try to speak for you?')"

2. "Jan, how did you feel having someone try to rescue you?"

3. "Harry, did you feel that Jan needed your aid?"

EXAMPLE

4. "(If repeatedly) Harry, do you find it difficult to hold back when someone else is having difficulty stating their feelings?"

Situation 3: A group member focuses on persons, conditions, or events outside the group (gripe sessioning).

EXAMPLE

Counselor Responses:

1. "James, we cannot make another person change. What can you do to help the situation?"

2. "James, you keep blaming the principal for your unhappiness. Isn't it more important to discover ways to make yourself happy and get you over the bumps in life."

3. "James, as you recall, one of the ground rules is to make here and now statements. I wonder if we could focus on your relations with someone else in the group?"

Situation 4: Someone seeks approval or praise from the counselor or another member before and after speaking (approval seeking).

EXAMPLE

Counselor Responses:

1. "Jill, you always look at Susan before you speak. It seems as if you are asking her permission to speak."

2. "Jill, it seems important to you that other people believe the same way you do."

3. "Jill, do you think checking out your opinions with others is based on a need to have everyone like you?"

Situation 5: Someone says: "I don't want to hurt his feelings, so I won't say it."

EXAMPLE

Counselor Responses:

1. "Janet, are you afraid that Bill won't be able to handle what you feel about him?"

2. "Janet, it appears that you may have some doubt about how what you want to say will be received."

3. "Janet, why don't you try it out? Bill is a mature person."

4. "Janet, are you concerned about what Bill may say in response to you?"

Situation 6: A group member suggests that his problem is due to someone else (similar to Situation 3).

EXAMPLE

Counselor Responses:

1. "Jerry, can't you be the way you choose to be, in spite of the way others are?"

2. "Jerry, lets explore the situation to see what you can do about it."

Situation 7: An individual suggests that "I've always been that way."

EXAMPLE

Counselor Responses:

1. "Linda, because you have been ineffective in the past doesn't mean you cannot change and must remain that way. Lets select one behavior you would like to change and work on it."

2. "Linda, sometimes it's difficult to change. Are you willing to put out the effort to try?"

3. "Linda, everyone can learn new ways of acting and feeling. The group can help you learn new behaviors if you are willing to try."

Situation 8: An individual suggests, "I'll wait and it will change."

EXAMPLE

Counselor Responses:

1. "Bob, you appear to feel that you cannot do anything that will help your situation"

2. "Bob, that almost was like saying, 'Maybe I get what I want without putting out any effort,' but then again maybe you won't. Let's see if we can determine two things you can do to get what you want."

3. "Bob, it sounds like you are saying, "I am afraid to make the effort to change."

Situation 9: Discrepant behavior occurs (typical confrontation situation).

EXAMPLE

Counselor Responses:

1. "Roger, at the last session you expressed feelings that were quite different from today."

2. "Roger, you keep saying you want to change but never do your group assignment. How do you explain that?"

3. "Roger, I'm somewhat confused. You seem to go back and forth in your decisions. I wonder if you have really made a decision you can live with."

Situation 10: A member bores the group by rambling (monopolizing).

EXAMPLE

Counselor Responses:

1. "George, how could you capture the essence of what you want to say in one or two sentences?"

2. "George, have you noticed how the group reacts whenever you begin one of your long stories? Why do you think they react like that?"

EXAMPLE

3. "John, could you help George say what he said more concisely?"

4. "George, how long do you think it is taking you to get your point across? Lets see if you can explain it more briefly."

EXERCISES

Exercise 1: For each of the previous situations write at least five possible interventions you could use when the occasion arises. This exercise may seem mechanical, but it will help increase your repertoire of possible responses.

Exercise 2: Listen to a tape of a previous session in which one of the preceding behaviors occurred. How did you handle it? If you intervened, good. If not, formulate a response and intervene.

Exercise 3: Identify members in the group who may be doing some of these behaviors. Formulate several possible responses you may be abie to use the next time the behavior occurs. Try the intervention out. Evaluate its effectiveness.

Unit 6: Clarification/Summary

I.10 Clarifies the verbal communication of the students.

I.15 Summarizes the session.

These two indicators are grouped together because the basic skills involved in each are similar. Both types of statements reflect back to the person as accurately as possible the essence of what he has said, thus aiding the helpee in seeing the situation more clearly. Summaries are clarifications. Clarifications and summaries are based on reflections of feeling and reflection of content (paraphrase). These skills are already among your counseling skills. If you need to review these skills, refer to the module on Individual Counseling or Skill 12 of this module.

The distinction between clarifications and summaries lies along a time dimension. Clarifications occur after one or two client statements and helps to specify or add concreteness to expressed feeling or content. Summaries occur after several such expressions, paragraphs, or possibly even several sessions. They, too, attempt to clarify by focusing on salient feelings or issues expressed at different times.

The uses of summaries (Brammer, 1973, Ivey and Gluckstein, 1974) are presented below:

1. To help a person to pull together or focus on scattered thoughts and feelings, thus adding directionality and coherence to self-exploration. This is the key purpose of summarizing.

2. To help the counselor to check on distortions they may have of how the person feels or sees the situation.
3. To bring a discussion about a particular topic to a close.
4. To prompt more exploration of a particular area.
5. To "warm up" the individual or group (i.e., present summary of last session and goals of this session).

EXAMPLE

Examples of summaries:

"Mary, lets look at what you have said thus far. Your parents were extremely pleased when you told them you were considering a career in medicine, and your work for your parents approval. Yet, in your career exploration, you have not found a medical career that you believe would be satisfying. Actually, you have been looking at the area of art more than any other but are reluctant to discuss this with your parents."

"Vic, it seems as if you feel there are three major disadvantages to your "tough guy routine" of relating to others. First, it scares some people off even though you think

EXAMPLE

you would like to get to know them better. Second, several parents have refused to allow their daughters to date you because of your reputation for fighting. Third, many times you get blamed for something you didn't do. As a result, you are wondering how to change your image."

Ivey and Gluckstern (1974) present several specific behaviors and things to think about as you summarize:

1. Use minimal encouragers, reflections of feelings and content, and questions to indicate to the helpee that you are attending and understanding him/her.
2. Note consistent patterns, inconsistencies, or polarities of feelings or facts.
3. Focus on the salient facts and the central thread of information throughout the interview.
4. At several points in the interview, time your comments appropriately and summarize what you have heard the helpee say.

EXERCISE

Exercise: Listen to the tape of the last group session. Are you summarizing periodically during the session?

Have you made a final summary at the end of the session? Select two summaries you made and review the interaction prior to them. Have you captured the essence of the summary? Did the summary bring closure to or help clarify the students' thoughts? If yes, good. If not, review the section on summaries and repeat this activity.

INTEGRATIVE EXERCISE

Exercise: At the end of the last group session and before the next session, give the group members the sheet entitled, "Client Feedback II" (p. 75) and ask them to complete it. Meanwhile, you should listen to the tape of your session and complete the form entitled "Self-Observation II (p. 77)." After all forms have been completed, get back together and discuss the session, noting what you did appropriately and what you need to improve upon. If, after completing the forms, you are still receiving ratings between 1-4, re-read the material in this section of the module and/or one of the texts suggested earlier. If your ratings are consistently above 4, you are ready to proceed to the next section of the module.

Unit 7: Group Process

I.11 Elicits examination of the group process.

Client Feedback II

Counselor_____School_____Date_____

After completing your "role playing" session with the counselor, please complete the following evaluation. It is of utmost importance to the counselor that your rating be as accurate as possible. Please look at each item carefully and rate it independently of any of the other items. After completing the forms, you will be asked to discuss this rating with the counselor.

1. I trust the counselor and the other students in my group.

1	2	3	4	5	6	7
Not at all						Completely

2. I know the purpose of the group.

1	2	3	4	5	6	7
Vaguely						Very clearly

3. I know what we are trying to do.

1	2	3	4	5	6	7
No goals						Specific goals

4. I know how I am supposed to act in the group.

1	2	3	4	5	6	7
Vaguely						Very clearly

5. The counselor respects me.

1	2	3	4	5	6	7
Not at all						Very much

6. The counselor is interested in me.

1 2 3 4 5 6 7
No interest Very interested

7. The counselor accepts my ideas.

1 2 3 4 5 6 7
No acceptance Shows acceptance

8. The counselor encourages me to talk.

1 2 3 4 5 6 7
Not at all Encourages participation

9. The counselor helps us when we are talking.

1 2 3 4 5 6 7
No interventions Appropriate interventions

10. The counselor understands what I say.

1 2 3 4 5 6 7
No clarification Pinpoints clarifications

11. At the end of the group the counselor goes over what we did.

1 2 3 4 5 6 7
No summaries Several summaries

Self Observation II

In counseling_____

1. Use trust building strategies (when appropriate).

1 2 3 4 5 6 7
Never Always

2. Orient group members to purpose of group (when appropriate).

1 2 3 4 5 6 7
Never Always

3. Set goals and discuss means to be used for achieving goals (when appropriate).

1 2 3 4 5 6 7
Never Always

4. Set group norms (when appropriate).

1 2 3 4 5 6 7
Never Always

5. Communicate respect for the students throughout the session.

1 2 3 4 5 6 7
Never Always

6. Communicate interest in the students throughout the session.

1 2 3 4 5 6 7
Never Always

7. Show acceptance of students and their ideas throughout the session.

1 2 3 4 5 6 7
Never Always

8. Encourage all students to participate.

1 2 3 4 5 6 7
Never Always

9. Intervene at appropriate times to guide discussion.

1	2	3	4	5	6	7
Never						Always

10. Clarify the verbal communications of the students.

1	2	3	4	5	6	7
Never						Always

11. Summarize the session.

1	2	3	4	5	6	7
Never						Always

I.12 States concern about the process (identifies blocking behaviors).

I.13 Reinforces group process (identifies helping behaviors).

I.14 Examines own interaction with group.

Heretofore, you have been dealing mainly with individual member's statements--the content of the group. This content is the "what", the subject matter of the group discussion. Another aspect of groups is the process, or "how," of the group interaction. Process is the way the content is handled by the group -- the methods used, the degree or type of interaction among members, the communication process used, and the movement and progress of the discussion.

In this module, you will be relying on basic responding skills learned in working with individuals and Skill 12 of this module.

S.18 Identifies and reinforces helping behaviors.

S.19 Identifies and exposes blocking behaviors.

Bales (1950) identified three types of process roles (behavior) that individuals assume in a group. These roles are (1) task roles, (2) interaction or maintenance roles, and (3) individual roles. Task roles function to help move the group towards attainment of the group goal. Interaction (maintenance) roles help maintain cohesiveness and keep morale high, which allows the group to

work cooperatively toward the group goal. Both task roles and interaction roles are essential for successful locomotion toward the group goals. Any member performing one of these roles is providing a group helping function.

Individual roles attempt to satisfy individual needs, not to meet group goals. These individual roles are generally different from the stated individual goal. Indeed, they may be functioning unconsciously and the individual may not be aware he is utilizing them. Individual self-seeking roles are always counter productive to the group effort and are therefore blocking behaviors.

S.18 Identifies and reinforces helping behaviors.

Task roles: Members who perform task roles help the group select, define, and work toward solution of the group goals.

1. Information giver/seeker: These members give or seek authoratative information and facts pertinent to the situation being discussed.
2. Opinion giver/seeker: Such members not as interested in giving/receiving facts as much as clarifying values and feelings pertinent to the group task, suggestions, and/or plans.
3. Orientor (structurer): These members define purposes, goals, and describe the counseling process. They may summarize what has happened,

channel the discussion to meet specific goals, point out departures from goals. These people keep the group working on the goals. (Sounds like the counselor role, but group members may also do this.)

4. Clarifier: These individuals consider the opinions and suggestions made by other members and clarifies them in terms which are appropriate for the group to work. They point out the relationship between feelings, ideas, and suggestions and try to integrate them.
5. Initiator (energizer): These members suggest or propose new ideas or changed ways of looking at the problem or goal and attempt to keep activity level of group high by initiating discussion which stimulates the group to discuss new ideas or topics.

Interaction (maintenance) roles: Members who perform these roles focus on the personal relations among members in the group. They help to create an atmosphere which helps the group to work together and maintain itself so that members will contribute toward accomplishing the group goal.

1. Gate keeper: These members note which members are not participating and encourage them to participate. They help to make other members feel

like they belong in the group and that their ideas are important.

2. Supporter: These people agree with and accept the contributions of others, show solidarity and understanding of other points of view, ideas, and suggestions. They help to raise the states of others, praising, and providing support.
3. Harmonizing: These people attempt to mediate differences between members' points of view or suggestions. They work on compromise and suggest, "We can all get together" to achieve the group goals.
4. Tension releases: These individuals appropriately intervene in group activities in an attempt to release tension. These interventions may take many forms, i.e., a well-timed joke, laughter, body-movement, etc. Do not confuse this role with those of the recognition seeker or passive resistor whose use of jokes are intended to be distracting, not tension releasing.
5. Encourager: These people encourage members to express themselves by requesting additional examples or asking if others have similar opinions.

The helping roles described above should initially be reinforced by the counselor. As the group becomes more

functional, do this directly or indirectly and the behavior becomes self-maintaining.

S.19 Identifies and exposes blocking behaviors. Individual roles (blocking behaviors): Members act to meet individual needs or personal goals that are irrelevant to the group task and not conducive to helping the group work as a unit. These individually oriented behaviors are considered "blocking behaviors" since they interfere with both task and maintenance (interaction) aspects of group functioning.

1. Aggressor (seems unfriendly): Shows antagonistic and hostile behaviors toward others and attack the topic of conversation or purpose of the group. These people deflate others' status by expressing disapproval of values, acts, or feelings they may express. In addition, they frequently defend or assert themselves when attention is directed toward them.
2. Blocker (resistor): Attempt to avoid or "gunny bag" the issue being discussed. They continually express reservations, criticize and predict failure when the group makes a decision for action. They, likewise, may attempt to maintain or bring back an issue after the group has rejected or by-passed it.

3. Recognition seeker: Involved in attention getting behaviors by calling attention to self by boasting, monopolyzing, distracting, joking inappropriately, or other forms of exhibitionistic behavior. They also call attention to achievements not related to the group and need to remain in the limelight as it appears to represent status. They struggle toward being put in an inferior position.
4. Dominator: Try to assert authority or superiority in manipulating and controlling the group or particular group members. Their attempts to take over include interrupting others, flattery, asserting superior status, and giving directions authoratively. Dominators like things to go their way and have strong needs for control.
5. Passive-resister (playboy): Display lack of involvement in the group by joking, horseplay, bringing up unrelated subjects, or displaying other "out-of-the-field" behaviors. They are cynical, give double messages by using sarcasm, and half-heartedly go through the process of doing activities.
6. Self confessor (help seeker): Try to gain recognition, sympathy, and martydom through expression

of insecurity, personal confusion, or self-depreciation of self. They tend to tell how others transgress against them, shows little respect, and don't give them opportunities to pure themselves. They usually "yes . . . but" suggestions and avoid action to change the situation, preferring to wallow in their sorrow.

7. Non-Participant: Appear to be listening but does not participate in the group discussion. They do not show signs of active or passive resistance.
8. Monopolizer: These people are very active in the group. They talk of problems, give suggestions, opinion, and information, ask questions, etc. In fact, they take every possible opportunity, and make some, to hear themselves talk. Initially, they appear to be good group members until it is realized how much time is monopolized by them. Actually, they are attempting to control the group and keep it at a safe, superficial level.

The counselor needs to be concerned about the disruptive aspects of blocking behavior. They are "hidden agendas" which must be exposed and dealt with openly. Review the skills presented in cohesiveness and trust development. The counselor may cue (point out or question) or confront the individual; or he/she may be cuing, elicit comments

from other group members. In addition, the blocking behaviors may be reshaped by the use of extinction and positive reinforcement.

EXERCISES

Exercise 1: For this exercise, you will need five students to help you practice role identification by "role playing" one of the preceding roles. Select a group goal and orient the students to that goal. Ask each student to select, unknown to you, one of the process role descriptions. Instruct each student to "role play" as subtly as possible. Interact with the students in a group setting and identify and deal with each role. It would be useful to tape the session so you can review the cues each student presents to the role and the way you intervened. Hold a discussion and ask for honest feedback from each student regarding the manner in which you responded to them. If you had difficulty identifying the roles, repeat the exercise. A possible variation would be to interact with students individually and try to identify the role. Then move to a group setting.

Exercise 2: Listen to a tape you made of a previous group session. Identify the process roles and the students. To check on the functional health of your group, make a frequency count of helping and blocking behaviors (see

Appendix A). Convert to a ratio of helping/blocking. Plan an intervention strategy to be used at the next group meeting. Remember to reinforce helping roles and expose blocking roles.

Exercise 3: Make a tape of the group session in which you focus on identifying and dealing with helping and blocking roles. Review the tape and compute helping/blocking ratio. Compare tape to previous one to determine effectiveness of interventions. As the group becomes more functional, the ratio will be higher. Repeated analysis will provide you with an idea of how the group is functioning.

Exercise 4: Listen to a tape of a previous session. Focus exclusively on your process roles to determine the nature of your interaction with the group. Make a frequency count of (1) task behaviors, (2) interaction behaviors, and (3) individual behaviors. First, compute a helping (task and interaction)/blocking ratio. Obviously, the ratio should be relatively high since there should be a preponderance of helping behaviors. Second, make a ratio of task/interaction behaviors. The counselor must provide both type roles; so over successive measurements, the ratio should fluctuate around 1. Analyze these results and develop a plan for increasing or decreasing behavior. Repeat measurements as needed.

References

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Unit 8: Group Methods

I.16 Uses some group methods such as role play

S.20 Techniques of role play.

S.21 Group dynamics game.

S.20 Techniques of role play.

One of the most effective tools a counselor can use to help develop insight into both the affective feelings and the reality of a given event is to allow discovery of new ways of behaving. A good opportunity for such behavioral rehearsal is role play. The most sophisticated form of role playing, psychodrama, was introduced and developed by Jacob Moreno. Psychodrama is generally considered an extension of group psychotherapy; however, role play is the form most often used in the educational setting.

Role play allows individuals and groups to work through a variety of situations while in an assigned role and under the direction of the counselor. The procedure involves the use of dramatic action oriented techniques to help group members learn new self enhancing behavior.

The techniques used involve the creation or reenactment of experiences or situations encountered or soon to be encountered by the group members. This medium has been shown to be exceptionally effective when used with children and in the areas of interpersonal relations and interpersonal skills development.

Role play sequences are divided into three phases: (1) warmup (pre-action), (2) action, and (3) post-action (sharing). Role play is usually a spontaneous here and now occurrence in the group. The counselor takes the opportunity to introduce role play into an already active group interaction as a media to enhance the learning experience. One does not start "cold" on role play since both counselor and group members need time to warm up to the dramatic action required of role play. All that goes on in the group before role play serves as warm-up. It is important that role play emanate from the natural interactions of the group. The group would probably "freeze" if the counselor went and suggested that someone think of a situation to role play. In the action phase, the counselor directs the role play to focus on the problems presented by the member. The counselor selects the techniques to be used in the role play exercise.

The post-action sharing is designed to have group

members share experiences and feelings with the protagonist in a supportive and caring manner. No evaluation or "shoulds" are allowed; only supportive or understanding sharing. The counselor must carefully monitor this process. Group sharing helps the person come down from the sometimes intense feelings that develop during role play, ties the loose ends of the drama, and provides closure for the role play. This type of sharing will provide much support for the individual doing the role play. Many members will vicariously identify with the protagonist and frequently work through their own concerns or problems. The sharing phase of role play does much to increase group cohesiveness.

Probably the most important technique of role play is simply to determine a situation, get the person or group into roles, and act out the scene. This "play" is both informative and enjoyable for the participants. It is, however, serious practice for real life situations encountered outside of the controlled atmosphere of the group.

EXAMPLE

Examples of role play:

Art has tried to get a part time job, but he gets nervous when he thinks of being interviewed. The counselor decides to role play interviewing. The cast is selected from

EXAMPLE

volunteers, and Art gets to practice interviewing. This role play may be repeated several times with different "employers," or other members may be interviewed to show how they would respond. Art and the group get to practice dealing with several "employers," receive coaching about their responses, and possibly see other ways of responding.

An aggressive young child plays the role of a bully. The other group members play out their feelings about a bully. Direct and vicarious learning can take place.

A second technique frequently used in role play is that of role reversal. In this situation, the protagonist swaps roles with his antagonist. The counselor or another group member substitutes in the role of the protagonist. By reversing, one gains insight into the thoughts and feelings of the other person, which gives the protagonist the opportunity to revise his own thoughts.

EXAMPLE

Example of role reversal:

Tom is discussing being "picked on" by the principal. He is asked to describe an

EXAMPLE

incident in which he interacted with the principal. During the action, he is asked to reverse roles with that of the principal. The counselor asks how does the principal feel, what does he say, etc. In the process, Tom develops insight into his own feelings as well as a new prospective on how the principal feels.

Another technique used frequently in role play is that of "doubling." The group counselor or another group member may assume the role of the person with the concern and model alternative ways to handle a situation. The protagonist sits and watches the action.

EXAMPLE

Example of doubling:

Sue is shy and frightened around strangers. Her behavior is tentative and unsure when meeting new people. In a role play, this behavior is pointed out. Sue says she did not know how else to act. The counselor models a more assertive behavior and then asks Sue to try it.

Role play is a powerful technique that evokes real feelings. The counselor must be alert to deal with these feelings once they arise. If you feel that you are getting too deep, remember you are in control of directing the action. Direct it to a level with which you feel

comfortable. It is better to go slowly and feel competent to handle the action than to go too fast and find out that the role play is out of your control. The counselor must also be concerned not to allow the protagonist to go too far too fast. Too much exposure may not be beneficial to the student. Used with these cautions, role play can be one of the most useful tools you have.

Role play with children is quite effective. It may take the form of using puppets as a medium of presentation. Puppet play is frequently used in the elementary school setting since younger children relate well to role play via puppets. The puppets receive embodiments of the real persons in the child's life space. Therefore, the child reproduces behavior that has been modeled for him during the role play.

Another variation of role play occurs in the use of bibliotherapy, or the unfinished story. The counselor selects a story relevant to the needs of the group members and reads it to the group. They may begin to role play or otherwise express how the characters in the story feel or would behave in given situations. This form of sociodrama is effective when several group members have similar problems.

The varieties of role play are endless. Only your

creativity limits the use of this technique in the school setting. School aged people more readily respond to using these techniques than do adults. As a counselor, you could capitalize on this technique to add interest and productivity to your group sessions.

EXERCISE

Exercise: Review problem situations presented by group members. Select two situations that could be explored further using any of the preceding techniques. Use that technique in the next group session. For the introduction of role play into the group, utilize only one technique for a specific problem. As your skills develop and the group becomes accustomed to using role play, several techniques may be used in one session. Evaluate the experience by getting feedback from the protagonist, from the group, and by self-evaluation.

CULMINATING EXERCISES

Exercise 1: At the end of the last group session and before the next session, give the group members the sheet entitled, "Client Feedback III" (p. 96) and ask them to complete it. Meanwhile, you should listen to the tape of your session and fill in the form entitled, "Self-Observation III" (p. 99). After all forms have been completed, get back together and discuss the session,

noting what you did appropriately and what you need to improve upon. If, after completing the forms, you are still receiving ratings between 1-4, reread the material in this section of the module and/or one of the texts suggested earlier. If your ratings are consistently above 4, you are ready to proceed to the final exercise.

Exercise 2: The final exercise for this module is to conduct two counseling sessions for each of the performance requirements stated at the beginning of this module, using the Self-Observation III and Client Feedback III forms to rate your performance. If all sessions are completed at satisfactory performance levels, you are ready to proceed to the final performance evaluation. In fact, you may consider video-taping these exercises; and if they are rated highly, use them for your final evaluation. Keep in mind that you may select the work you want to have reviewed. Good luck.

Client Feedback III

Counselor_____School_____Date_____

After completing your "role playing" session with the counselor, please complete the following evaluation. It is of utmost importance to the counselor that your rating be as accurate as possible. Please look at each item carefully and rate it independently of any of the other items. After completing the forms, you will be asked to discuss this rating with the counselor.

1. I trust the counselor and other members of the group.

1	2	3	4	5	6	7
No trust building						Trust building

2. I understand the purpose of the group.

1	2	3	4	5	6	7
Vaguely						Very clearly

3. I know what we are supposed to accomplish.

1	2	3	4	5	6	7
No goals						Specific goals

4. I know what kind of behavior is expected of me.

1	2	3	4	5	6	7
Vaguely						Very clearly

5. The counselor respects the members of the group.

1	2	3	4	5	6	7
Not at all						Very much

6. The counselor is interested in the group members.

1	2	3	4	5	6	7
No interest						Very interested

7. The counselor accepts our ideas even if he/she does not agree.

1	2	3	4	5	6	7
No acceptance						Shows acceptance

8. The counselor encourages all the group members to participate.

1	2	3	4	5	6	7
Not at all						Encourages participation

9. The counselor guides our discussions when we need him/her.

1	2	3	4	5	6	7
No interventions						Appropriate interventions

10. The counselor helps us understand what we think and say.

1	2	3	4	5	6	7
No clarification						Pinpoint clarification

11. The counselor encourages us to look at how our group communicates and operates.

1	2	3	4	5	6	7
Not at all						Very well

12. The counselor helps us see when we are not being productive or helpful as a group.

1	2	3	4	5	6	7
Does not point out						Points out

13. The counselor helps us see when we are being productive or helpful as a group.

1	2	3	4	5	6	7
Does not point out						Points out

14. The counselor discusses his role in the group with the group.

1	2	3	4	5	6	7
Not explained						Explained well

15. The counselor summarizes the sessions.

1	2	3	4	5	6	7
No summary						Frequent summaries

16. The counselor sometimes uses role playing, games, stories, media, or other exercises that help our group work or learn.

1	2	3	4	5	6	7
Not usually						Most of the time

17. The members of the group listen to each other.

1	2	3	4	5	6	7
Inattentively						Very attentively

18. We help each other talk.

1	2	3	4	5	6	7
Very frequently						Most frequently

19. We discuss our problems and concerns.

1	2	3	4	5	6	7
Not usually						Most of the time

20. We discuss our feelings.

1	2	3	4	5	6	7
Not usually						Most of the time

21. We speak out when we disagree with the group or feel a need to confront the group.

1	2	3	4	5	6	7
Very infrequently						Frequently

22. We plan actions to solve our problems and we report them to the group.

1	2	3	4	5	6	7
Not usually						Frequently

Self Observation III

In counseling_____

1. Use trust building strategies (when appropriate).

1	2	3	4	5	6	7
Never						Always

2. Orient group members to purpose of group (when appropriate).

1	2	3	4	5	6	7
Never						Always

3. Sets goals and discuss means to be used for achieving goals (when appropriate).

1	2	3	4	5	6	7
Never						Always

4. Set group norms (when appropriate).

1	2	3	4	5	6	7
Never						Always

5. Communicate respect for the students throughout the session.

1	2	3	4	5	6	7
Never						Always

6. Communicate interest in the students throughout the session.

1	2	3	4	5	6	7
Never						Always

7. Show acceptance of students and their ideas throughout the session.

1	2	3	4	5	6	7
Never						Always

8. Encourage all students to participate.

1	2	3	4	5	6	7
Never						Always

9. Intervene at appropriate times to guide discussion.

1 2 3 4 5 6 7
Never Always

10. Clarify the verbal communications of the students.

1 2 3 4 5 6 7
Never Always

11. Elicit examination of the group process (when appropriate).

1 2 3 4 5 6 7
Never Always

12. State concern about the group process (identify blocking behaviors).

1 2 3 4 5 6 7
Never Always

13. Reinforce the group process (identify helping behaviors).

1 2 3 4 5 6 7
Never Always

14. Examine own interaction with the group.

1 2 3 4 5 6 7
Never Always

15. Summarize the session.

1 2 3 4 5 6 7
Never Always

16. Use some group methods such as: role play student presentation and discussion, media presentation, group dynamics, exercise, unfinished story, puppet play.

1 2 3 4 5 6 7
Never Always

The students in my group:

17. Listen to their peers.

1 2 3 4 5 6 7
Never Always

18. Help their peers talk.

1	2	3	4	5	6	7
Never						Always

19. Discuss their problems and concerns.

1	2	3	4	5	6	7
Never						Always

20. Discuss their feelings.

1	2	3	4	5	6	7
Never						Always

21. Confront the group.

1	2	3	4	5	6	7
Never						Always

22. Plan and report on action strategies for problem resolution.

1	2	3	4	5	6	7
Never						Always

Appendix A

Interaction Matricies

Check List of Interaction Behavior

	Students						
	Donna	Al	Jack	Dot	Bill	Bob	Jan
Behavior							
Seeks Information							
Seeks Opinion							
Gives Opinion							
Orients							
Clarifies							
Initiates							
Gate Keeping							
Supports							
Harmonizes							
Relieves Tension							
Encourages							
Aggressor							
Blocks							
Seeks Attention							
Dominates							
Passive Resistor							
Seeks Help							
Non-Participant							
Monopolizer							

Who Speaks to Whom Interaction Matrix

On the matrix, record who speaks to whom by placing a tally mark in the appropriate cross referenced blank.

Speaker

	Tom	Jane	Sue	Bill	Jack	Dot	Al	Nick	Pam
Tom									
Jane									
Sue									
Bill									
Jack									
Dot									
Al									
Nick									
Pam									
Group									

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